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When a Student Seeks Advice

in choosing a career he will often turn to you, the teacher, for counselling.

To help him make his choice, you will advise him to consider these important factors among others:

... opportunities for further advancement

... the chances he will have to get ahead in life

... the prospects of a rewarding and respected career.

You may want to know more about the career opportunities the Canadian Army can offer the young man of to-day. Here in brief, are some of the more important career possibilities:

Officer Careers

Regular Officer Training Plan

The plan, which applies to all three services, the Army, the Navy and the Air Force, provides for the training of young men as officers for the Regular Forces. It offers young men between 16 and 20, with matriculation credits, an opportunity to obtain a College education at one of the Canadian Services Colleges, or at one of 36 selected Canadian Universities and affiliated Colleges. The plan is financed by the Department of National Defence. All tuition costs are paid, and allowances made to meet other expenses incurred in obtaining a college education. Uniforms, medical and dental care, food and lodgings or allowances in lieu, are provided. Students also receive pay while learning. Successful completion of this programme qualifies Army Cadets as Lieutenants in the Regular Army and prepares them for a sound military career. Applications must be made before July 1st annually.

Soldier Apprentice Careers

The Soldier Apprentice Plan

Each year the Canadian Army offers a limited number of young men of sixteen the opportunity to combine trades training with military training, and at the same time, improve their academic standing. Apprentices train for two years under the steadying and careful supervision of picked civilian and military instructors, and, depending upon their interests and abilities, apprentices are taught one of the nineteen trades offered.

Apprentices receive half pay until they are 17 years of age and then full pay.

A new class starts each September, however young men may apply at anytime. The minimum educational requirement is Grade 8.

Regular Army Opportunities

Three Year Enlistments

For the young man who cannot take advantage of the Regular Officer and Soldier Apprentice Training Plans there are many worthwhile opportunities available through regular enlistment in the Canadian Army. The initial enlistment is for three years, years which will be the greatest years of his life and full of worthwhile training, travel and adventure. It is a healthy outdoor life with the pleasure of companionship of young men. Self discipline and how to manage men are taught along with many useful skills. This is fine training to prepare a young man for responsibilities he will meet if he returns to civilian life, or for his career in the Army if he chooses to stay. Applicants must be 17 - 40 and able to meet Army test requirements.

If you would like an Army Officer to address your class or school on the opportunities available in the Canadian Army, please write:

Army Headquarters,
Directorate of Manning,
OTTAWA, Ontario.

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the ATA magazine

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COVER STORY

The opening of the Legislature is always impressive. Our cover picture shows the Lieutenant-Governor, the Hon. J. J. Bowlen, LL.D., escorted by Premier E. C. Manning, on his way to open the annual session of the Legislative Assembly — Alberta Government Photo.

Editorial

There Comes a Time

Collective bargaining is a characteristic of democratic society. It doesn't exist in totalitarian states. It is a social process in which employers and employees, in conference, agree on the terms under which labour service shall be performed.

Group action is difficult

Collective bargaining is one aspect of group action. Since the action and interaction of employer and employee is negotiatory in function, the process is complex and is fundamentally concerned with resolving different points of view. Just so long as people have faith in democratic action, collective bargaining can function as an instrument to produce workable employer-employee relationships. But in difficult situations, where protracted negotiations, deadlock, or even strike or lockout occur, there are those who become impatient and intolerant. They advocate compulsion in the settlement of disputes. Actually, they are unwilling to spend the time and the effort to make democracy work. If all of us or a majority were to have the same idea, we would abdicate our belief in the democratic way and pave a path for government by bureaucracy or set the stage for authoritarian government.

The best way

Alberta teachers believe that collective bargaining regulated by *The Alberta Labour Act* is the best means by which school boards and teachers can decide the salaries and the living and working conditions for teachers. Naturally, the outcome of negotiations between school boards and teachers will vary. It is completely compatible with the differing economic conditions in the province that some salary scales will be higher than others. Aside from that consideration, school boards

should have the right and the responsibility to negotiate salary scales with their teachers. Certainly collective bargaining may prove to be difficult and time consuming. What democratic process isn't!

No uniform salary scale

Alberta teachers are opposed to a uniform salary schedule. They believe that the state should not interfere in employer-employee relationships, because such action inevitably leads to regimentation and to the abrogation of individual liberty.

Uniform salary scales for teachers in other places do not excite our enthusiasm. We note the dissatisfaction of English teachers with the Burnham scale and the restlessness of Nova Scotia teachers in past years. Closer examination of such scales seems to suggest that "uniformly mediocre" might be an apt description.

Civil servants have a uniform salary scale, and like all civil service scales, it lags badly behind the upward trend in wages and salaries in business and industry. The school superintendents, a branch of the civil service, have grave difficulty in keeping their salaries ahead of teachers' salaries. The fact that teachers' salaries furnish school superintendents with the only potent bargaining weapon they have seems to have some sort of a lesson for us in this connection.

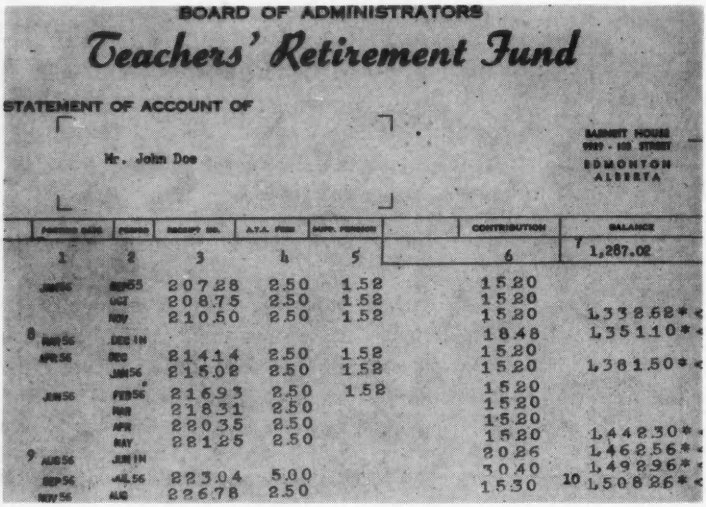
Outside of these considerations, teachers should resist with all the force they can muster any move which might end with teachers becoming a part of the civil service. Education is far too vital to a healthy democracy to risk the probability of political interference and control.

Temper wears thin

Alberta teachers have long been aware that, if any group's right to collective bargaining is to be challenged, theirs may be the first. The threat has been a matter of deep concern to teachers for many years. It seems certain to us that the temper of teachers is growing noticeably thin with each new attempt to restrict the few fundamental rights they have. We venture to say that nothing is more likely to goad our 8,800 teachers to decide that the time has come to fight than a threat to their collective bargaining rights.

Statement of Account

Each year, the Board of Administrators, Teachers' Retirement Fund mails a Statement of Account to each teacher who contributed to the Fund in the school year which ended the preceding August 31. The Statement of Account is a carbon copy of the postings made to the teacher's account during that school year, and shows the total of contributions and interest to his credit at August 31. The following example is to assist the teacher in studying the statement he has received.



BOARD OF ADMINISTRATORS

Teachers' Retirement Fund

STATEMENT OF ACCOUNT OF

Mr. John Doe

BARNETT HOUSE
9925 - 100 STREET
EDMONTON
ALBERTA

	PERIOD DATE	PERIOD	RECEIPT NO.	A.T.A. FEES	SUPP. PENSION		CONTRIBUTION	BALANCE
	1	2	3	4	5		6	7 1,287.02
	JAN56	DEC55	20728	2.50	1.52		15.20	
		OCT	20875	2.50	1.52		15.20	
		NOV	21050	2.50	1.52		15.20	1,332.62*
8	MAR56	DEC IN					18.48	1,351.10*
	APR56	DEC	21414	2.50	1.52		15.20	
		JAN56	21502	2.50	1.52		15.20	1,381.50*
	JUN56	FEB56	21693	2.50	1.52		15.20	
		MAR	21831	2.50			15.20	
		APR	22035	2.50			15.20	
		MAY	22125	2.50			15.20	1,442.30*
9	AUG56	JUN IN					20.26	1,462.56*
	SEP56	JUL56	22304	5.00			30.40	1,492.96*
	NOV56	AUG	22678	2.50			15.30	10 1,508.26*

[1]The month and year in which the contributions were actually posted to the account—this is for the convenience of the Teachers' Retirement Fund office when checking accounts

[2]The period for which the contribution was made

[3]The number of the receipt issued to the school board when payment was made to the Teachers' Retirement Fund—this is for reference in the Teachers' Retirement Fund office

[4]The monthly Alberta Teachers' Association fee deducted from the teacher's salary—this is for the teacher's information

[5]The monthly deduction for the Supplementary Pension Fund, discontinued as at February 29, 1956

[6]The teacher's monthly contribution to the Teachers' Retirement Fund—this is the only column which is totalled

[7]The total of contributions and interest to the teacher's credit, as at August 31, 1955

[8], [9]Interest posted to the account as at December 31, 1955 and interest posted to the account as at June 30, 1956 (interest at 3% per annum compounded semi-annually on balances at June 30, 1955 and December 31, 1955)

[10]The total of contributions and interest to the teacher's credit as at August 31, 1956

Forceful action—not dignified 'pussyfooting' needed

Time to Fight

JACK SCOTT

AT long last there's a glimmering of hope that the men and women who educate our children are going to do something about making themselves first-class citizens.

It is just about exactly ten years ago in this column that I expressed the view, "What the teaching profession needs most of all is a John L. Lewis." I didn't expect then that the teachers would rush out and get a John L. and they sure enough didn't. They continued their policy of gentle, ever-so-nice-and-dignified pussyfooting, when the times came for negotiating an increase in their pitiful wages. As any fool could have plainly seen, it got them almost nowhere.

Now time has accomplished what a measure of militant initiative might have accomplished in those early years. A juicy new word has appeared in the headlines over the news stories about the latest negotiations. The word is "threat".

The day had to come, of course, when the teachers would realize finally that they had no one to blame but themselves for the status of what's been aptly called their "depressed area" occupation. They had to learn the hard way, just as longshoremen or bricklayers or newspapermen had to learn, that you do not go hat-in-hand to the bargaining table, relying on the decency or the vision of the other side.

Apologists for the teachers are forever pointing out that they are a conservative group, unsuited to the rough business of getting what they have coming to them. They've said the responsibility ought to rest with the school boards or the public to recognize the simple fact that these are the men and women who have the job of shaping a new generation. Of course, it ought to. But it never has been recognized, never will be.

The school boards are invariably made up of nincompoops who seem to think it their shining destiny to keep the teachers in a kind of peonage. The public is largely apathetic or, at best, vaguely disturbed that they're trusting their little ones with men and women who somehow don't make as much as the fellow who comes around to collect the garbage. And so the real responsibility fell to the teachers themselves, and, until now, they've seemed not to have either the imagination or the guts to accept it.

Two quotes that came out of the recent negotiations* seemed to me particularly significant. One was attributed to a top official of the British Columbia Teachers' Federation who suggested that the secondary and elementary teachers involved were "beginning to wonder if forceful action is the only way they'll get justice". The other was from Reg Atherton, the chairman of the school board, who was asked to comment on the report that some 1,200 teachers had considered mass resignations. Said he: "I feel they are using trade union tactics."

Both statements seem marvellously

*Salary negotiations between the Vancouver school board and Vancouver teachers.

naive when you look back over the sorry record. If the teachers haven't realized by now that forceful action is their only hope, I doubt if they'll ever realize it. If Mr. Atherton and other board chairmen aren't aware that they've frustrated the teachers to the point where even the nicest Nellie is apt to employ a few uncouth and effective trade union methods, then it's high time for a rude awakening.

The fact is that the teachers now have a need and a duty to make a great, big, glorious, Grade A stink.

As the teachers know so well themselves, this isn't simply a private matter of getting a decent wage for a demanding and extremely important job. It goes much deeper than that.

For one thing, the teacher needs to have a stature in the community that will be in keeping with the task he's required to perform. If he gets a dog-catcher salary, we're going to have a dog-catcher system of education.

But more important than that is the recruiting and retaining of young men and women who will keep the standards high in the future.

We're already in the crisis of a short supply of teachers. We're already accepting second-raters with compromise qualifications. Young people with ability and talent are turning reluctantly to other fields—and who can blame them? It will continue that way if the teachers don't follow through on the first, faint signs of revolt that marked the latest negotiations. The time has come for them to do a little honourable fighting.

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Reporting by Rank

FRANCIS J. STOCK, JR.

WHAT is the best method of reporting pupil progress? If you asked ten persons, you'd probably get ten different answers. A few years ago we decided that the report card we were using in the Depew, New York secondary schools was far from the best; it did nothing more than supply the parent with a mark which was more or less meaningless if he didn't know the teacher.

The problem was introduced at a parent-teacher meeting, and at least a hundred interviews were conducted with parents to determine what they wanted their youngsters' report cards to tell them.

They agreed that the parent conference was the ideal situation but that this was impossible at the secondary level where the individual student met a minimum of six different teachers a week, since a good conference would necessitate meeting with all teachers.

The parents concurred, however, that they wanted periodic reports from the school and the majority felt that four ten-week reports were adequate. And they wanted the following information reported for each student: a numerical test mark on each subject; a numerical indication of the child's position, or rank, in each class; statements concerning the preparation and quality of as-

COURSE	First Quarter						Second Quarter						Third Quarter				
	Test	Rank	1	2	3	4	Test	Rank	1	2	3	4	Test	Rank	1	2	
English	95	5/31	Y	Y	A	G	92	6/31	Y	Y	A	G		/			
Social Studies	90	8/31	Y	Y	A	G	94	3/28	Y	Y	A	G		/			
Gen. Science	85	10/26	y	y	F	y	89	7/29	y	y	a	G		/			
Ed. Algebra	76	15/26	m	y	x	g	81	10/26	y	y	a	g		/			
Latin I	96	2/28	y	y	a	G	92	5/24	y	y	a	G		/			
		/						/						/			
		/						/						/			
		/						/						/			
		/						/						/			
		/						/						/			
Physical Ed.		/			A	G		/			A	G		/			
Average	89	12/16					90	10/17						/			

signed work for each class; and indications of the child's participation and behaviour in each class.

Suggestions into form

Reducing this information to a form which could be simply interpreted by the parents and easily prepared by the teachers became the next problem.

A nine-by-twelve folding card was finally devised; the front identifies the student and school and the back reports attendance and provides space for the parent's comments and signature.

The inside pages, the report itself, list each course and provide marking spaces for the four quarterly sections. The first two vertical columns for each quarter report the pupil's test score in each course, and his rank as based on the test mark (for example, if he scored fifth from the top in a class of 31, his rank is 5/31). The remaining four columns report the pupil's performance and conduct. Through a lettering system, clearly explained at the bottom of the card, these questions are answered: (1) Have all the child's assignments been completed and handed in on time? (2) Do the child's prepared assignments give evidence of careful preparation? (3) Does the child take an active part in class discussion? and (4) What is the child's behaviour in class?

Additional space is provided for teachers' comments and to explain any inconsistencies in the child's marks, but its use is not compulsory.

This reporting system has been in use in Grades VII through XII since 1953. The faculty, at first reticent because the card looked like too much additional work, are now 100 percent in favour of this system. And by reason of the additional information it provides, more parents have taken an active interest in their youngsters' school work than ever before.

Mr. Stock is director of instructional services for Depew, New York Public Schols. Reproduced above is a portion of Depew's new secondary progress report card. It notes test scores, pupil's rank in class (based on test score), and coded comments on pupil's performance and conduct in each class. This article is reprinted with permission from *The School Executive.*

Survey the past and forecast the future

Fifty Years

IN discussing 50 years of education I have in mind the period 1932-1982. In this 50 years, we can look back in the past, glance at the present, and speculate on the future. You will also notice that this period stops short of George Orwell's 1984, when atomic fury will apparently have brought a new era which only fantasy can predict.

Point of view

My task is a formidable one, for I have been in Canada only five of the last 25 years. England is an old country with rather set social traditions and it did not suffer in the depression to anything like the same extent as Canada. Changes within the educational system take place there very quietly without the public knowing much about it. The public have, in fact, had very little direct say in education at all, and educational practices are never political issues either nationally or locally.

In Canada, on the contrary, the public has had to make the educational system and has always had a great deal of say in policy and progress. Local politics have always played an important part in education. Thus, although education has been much more in the public eye, there has been less total change and less continuous change than some people suppose. Progress is always slowed up while political considerations are discussed, though the arguments and heat engendered tend to make everyone think that great changes are in progress.

Educational philosophy in England is also somewhat different from that in Canada, and so my task of reviewing in brief the changes of the past 25 years is inevitably fraught with possibility of dangerous error. It is true that the facts are accessible and often written. It is equally true that most of you are as aware of the changes as I am and could easily detect errors in my assessment.

When it comes to predicting developments in the next 25 years, the task is even more formidable, for it is difficult to dissociate a reasoned and calculated forecast from wishful thinking. On the other hand, my guess is as good as yours and there is no immediate method of proving me incorrect. So I plan to select those trends from the past 25 years which have viable strength now and, therefore, seem likely to stay for another quarter of a century. Some tendencies will die out; others, yet unforeseen, will suddenly develop; but I doubt whether any startlingly new developments will take place, for I believe the struggle will be to maintain what we have rather than to produce new things. If the past few years have been decades of great change, the next few look like periods of consolidation, of improvements in quality rather than quantity.

On the other hand, the rate of change may be more rapid than I think, because it is likely that the public, while taking no less interest in education, will tend to interfere less with the decisions of the experts concerning what methods are employed in school. This will undoubtedly arise, because, if one thing is more obvious than another, it is that the quality of teacher training will greatly improve. Teaching will become a more trusted profession and quiet progress

# of Education

N. V. SCARFE

within the school system will be smoother and more continuous.

In reviewing the past 25 years, we should look at preschool education, elementary, secondary, and adult education, and then we should take an overall view before proceeding to a forecast of the next 25 years.

Freedom or licence

Nowhere in our educational system has there been more fundamental and more rapid change than in the home with the care of preschool children. The findings of child psychologists and the preachings of extremists who misinterpreted Dewey have led to a tremendous growth of freedom for the child in the home. Frustrations have been removed, negative forms of control have been destroyed. The harsh old-fashioned idea that "little children should be seen and not heard" has in some cases been replaced by inserting the words "parents of" before "little children". Curbing small children's animal desires or a diversion of their activities to more desirable ends has been avoided less the future citizen grow up warped or not a true barbarian. Harshness has not been replaced by kindly firmness but by calculated laxity. No one wishes to see any return to harshness or any type of military discipline, but young children do need the help and strength that secure firmness provides to develop their own self-discipline. It is much easier to be either harsh or completely lax than to devote thought, time, and effort to the provision of proper care, guidance, and security which will result in good behaviour, reasonable manners and courtesy, and happy self-control. The fact that children should not be required to adopt the highest adult standards of behaviour does not mean that some minimum standards are not desirable for the good of the child. Cleanliness, tidiness, neatness, cooperation, courtesy are attributes which all parents should help young people attain. The traditional virtues of our civilization are what parents should teach, they should not be left to schools alone.

The tendency towards laxity in homes is, of course, not universal but it is fostered by two unfortunate tendencies of our time. One is the increasing conformity brought about by easy communications, so that "keeping up with the Jones" is a social pressure. Courage to be different or individualistic is declining. Laxity is an infection which few can resist. It is difficult to insist on a reasonable time for bed if other parents do not. There is an unfortunate lack of cooperation among parents to maintain or raise standards.

The second tendency is the increasing practice of both parents going out to work. The craving for material possessions or for a high standard of living, or simply in order to save for one's children's university education has led to a reduction in the time, effort, and care which parents can devote to children.

More and more that which is properly the duty of parents is pushed on to clinics, doctors, baby-sitters, churches, and schools, or is simply neglected.

Just when the distractions and temptations of modern life are most fiercesome in their impact on the young mind—just when it is hardest for young folk to understand the complications of society—that is the time we find a lessening and weakening of parental care and control. It may be that television will help to keep family life together and will restore some measure of moral training formerly associated with the home, but it is not certain that there will be any more firmness or security in parental guidance. The television may simply be a substitute for a baby-sitter to relieve the parent of the necessity of giving positive guidance or of sharing in the child's life in an active, constructive way.

The picture is fortunately not wholly black, for there are many farsighted parents who are urging the establishment of nursery schools and kindergartens where children may go during part of the day under expert supervision and guidance. When homes have inadequate facilities or resources for play and when there are no local playmates, the moral benefits of the nursery school are tremendous. The advantages are not solely for the children because parents who help in the schools also gain a great deal from the properly trained supervisors about the upbringing of children. The basic training in cooperative behaviour and in courteous restraint remains an invaluable asset all through life. It is reflected too not only in behaviour but also in work habits and intellectual achievement. Unfortunately, nursery schools and kindergartens are costly like all education, but it is not yet proven that money spent at these early ages may not be more profitable to society in the long run than money spent in crime detection and on penitentiaries in adult years. It may even be more profitable than money spent on purely academic education in high school and university for those who cannot easily profit from that form of expensive training.

Improvement in primary grades

In the elementary school, the past quarter of a century has seen a most rapid and laudable improvement in the teaching of reading in the primary grades. It is, in fact, probably a true generalization to say that the best teaching in any part of our schools goes on in the primary grades. Unfortunately, this progress is not equally true in the intermediate grades which continue to be the dark ages so far as school life is concerned. To be sure, the teaching of art and music in Grades IV to VI is exempt from these strictures, but the introduction of social studies has not necessarily led to an increase in curiosity, initiative, and enthusiasm on the part of teacher or taught.

The junior high concept

The junior high school is one of our institutions which has made a success in the last 25 years. Not all areas have adopted the plan and not all have accepted the full philosophy of the junior high. Too often it has become merely an early stage of the senior high with the methods more appropriate to that school. In other areas it has been used as a place where young folk can try out their various paces and so choose more wisely what they will do in the senior high school. A considerable number of new ideas in curriculum have been introduced into the junior high and the senior high school, but, in general, little change has been made in the methods of teaching. Instead, there seems to be a continuing emphasis on the textbook and on the lecture method of instruction.

Few changes in high school

It is probable that fewest changes have taken place in the high school, particularly in the academic high school. In some areas the introduction of industrial arts and commercial work has been successful, but, in the main, parents

have wished their children to take the university entrance kind of program rather than the one for which the children might be more suitable. The biggest problem which has faced high schools in recent years is the increase in numbers and the difficulty of getting teachers adequately equipped to teach the senior grades. High school is no longer considered to be the preserve of the elite. It is the common school for all the people's children.

Before leaving the high school, it is important to make reference to the guidance programs which have been introduced. These have probably been the most successful of the courses offered. These are, however, an unfortunate comment on the educational system. A great deal of non-vocational guidance ought to be unnecessary in a high school if proper guidance has been given and proper teaching provided in the elementary and junior high school. There seems to be a tendency to leave too much in the way of moral guidance to the high school level. It would be unfair, however, not to emphasize that very fine work has been done in that field in our secondary schools.

The upsurge in enrolment and interest in the high school has, of course, been paralleled by interest in university studies and in adult education. The pressure on university accommodation is tremendous, and there is now an outcry on the part of university presidents to secure far more money for buildings, equipment, and staff. The great increase in population which occurred during the war will soon hit the universities in real earnest, and they will also have to accept into their classes persons who would not normally have been admitted in the days gone by. This does not mean that the universities must lower their standards, but they may have to change their methods of teaching and possibly keep students longer in classes in order that the students may receive proper university training. There is need for a great deal of soul searching among university professors about the method of instruction at these austere institutions.

Dean Scarfe was a guest speaker at the Calgary City Convention this month. Former dean of the Faculty of Education, The University of Manitoba, he became dean of the Faculty of Education at The University of British Columbia last summer.

Adult education

With regard to adult education, there have been certain very obvious tendencies. One is the change in the old workers education association type or university extension type of classes. Twenty-five years ago, these were given deliberately for workers in industry who wished to improve their knowledge of the world and who had been denied a university education or even a high school education. The demand for that kind of education seems to have declined because workers nowadays have had high school education or are well-trained on the job. Instead, it is the general public at large which is seeking further culture, further courses which are constructive and leisure time in purpose. Art, music, literature, philosophy, economics are very significant in adult education programs. The spur to this kind of interest and inquiry has been given by the rapid development of radio, film, and television. People nowadays have much more in common to discuss and also have similar experiences and similar knowledge. I feel certain that much of the vast communication systems of Canada will become increasingly more educational and less blatantly commercial. The television can become a very potent force in adult education in the future.

Emphasis will change

The past 25 years have been a period of great change in the curriculum of our

schools. Much emphasis has been put on rewriting courses, modifying courses, leaving out the old, introducing the new. Perhaps too much emphasis has been placed on changing textbooks and on rewriting curricula. On the contrary, there has been relatively little change in the teaching methods and certainly very little change in the preparation of teachers or the quality of teachers. I feel quite sure that the next 25 years will see far less emphasis given to curriculum change and far more to methods of teaching and still more to the quality of persons who are teachers. Teacher training will be much longer and much more intensive than has hitherto been the case.

For the future—differentiation

The past quarter century has been the age of equality, when it was felt undemocratic to separate children one from the other because of their ability. Great emphasis has been put on the grade level and social growth of children. The tendency has been to give all children of the same age the same kind of education and expect them all to achieve roughly the same grade by the same time. This has produced an average kind of education or, as some people call it, mediocre education. The gifted have lacked stimulus and challenge and have tended to waste their time. Those who are not very clever have tended to be frustrated and to be antagonistic towards school. I feel sure that the next quarter century will see us differentiating children in school according to their ability and speed of progress. No element will be neglected. The gifted and the mentally handicapped will be given equal attention, but not in the same class or by the same method or even by the same teachers. By differentiation it is hoped that individuals will progress at the rate most suitable to them and that they will meet success as they grow up, so that all come to like school and to enjoy meeting challenges suitable to their ability.

Need positive attitudes

The present generation has been called a singularly uncommitted generation. This is not quite the same as apathy or complacency but lies very close to it. It means that, although many children study social studies, although they hear a great deal about moral education, alcohol education, driver education, and so on, they still stand detached from it and do not accept the responsibilities, nor are they committed to act accordingly. Rather than becoming enthusiastically pro something, they tend to be either intellectually detached or definitely anti. I am sure that the future will see us try to develop amongst our youth a much more positive attitude towards life and a much more definite commitment to certain types of moral and religious behaviour.

Parents need training

In the next 25 years, one of the things which I am sure will grow apace within a very short time is parent education. We are coming more and more to the conclusion that most of what we call moral and ethical training at the preschool level should take place in the home. While there will be an increase in use of nursery schools and kindergartens, I am sure it will be necessary also for parents to take a more positive and active and a much wiser part in the early education of the young people. It is in the very early years when character is mainly laid, but there are few parents who have been well-trained to take on this early education in the formation of small children's characters. Most of us know how to attend to the child's physical and bodily wants and how to help them grow to healthy individuals. On the other hand, very few know how great is the effect of parental example in the development of prejudices, behaviour, courtesy, and the like. Many parents do harm to their children, not by any deliberate action, but by sheer ignorance of the effect they are having on their young people.

While on the subject of parent education and moral education, I would like to suggest that I think there will be a considerable increase in Sunday school education, particularly in the quality and value of it. While the last 25 years may have seen a decline in parental influence and the influence of the church, I feel sure that the next 25 years will see an increase in the part that parents and the church take in the moral education of the future generation. This will demand not only parent education but proper teacher-training education for those who conduct Sunday school classes.

Improve training of elementary teachers

With regard to the elementary school, I do not think the next quarter century will see very many changes either in content or in methods, at least for the first three grades, but I am sure that we are going to see a great change in the quality of person who goes into these early stages of child education. The reason for this is probably best illustrated by the old Jesuit claim that they could tell what a man would be if he could be in their care until seven years old. These early years are the most impressionable, when adults have maximum influence on the formation of character and attitude. We know full well that training of this kind is not done by precept or talk. It is an education that is caught by infection, from being in the company of fine people, particularly adults. No one believes any longer that teachers are able to dictate to or dominate children or to operate through fear. On the contrary, teachers teach by what they are themselves and how they behave, that is, by example and by fine leadership. The future will, therefore, see us devote as much time to the training and education of the elementary teacher as to the high school teacher. It is extremely important that the elementary teacher be a mature, cultured, attractive personality who will set a standard for children to imitate throughout their lives.

Enlightened methods needed

In the intermediate grades, we shall continue, I hope, the kind of moral training started in the primary grade. Continued attention will be given to reading and writing and arithmetic, but there will be much less emphasis on drill, on repetition, on grammar. Instead, the main emphasis will be the attempt to keep alive the enthusiasm, the curiosity, and the alertness of the preadolescent child. Far more, in fact, will be done in the intermediate grades than is now done, because the methods employed will be much more enlightened and much more advanced than they are at the moment. I anticipate that Grade VI children will know more mathematics, more science, more social studies, and be better able to read and write than they are now. A great deal of time is now wasted on useless repetition and dull methods in the intermediate grades. Much more work will be done outdoors by visits to important local areas and by direct contact with the reality of outdoor science. By this means we hope that children will arrive at the junior high school with their curiosity and enthusiastic excitement for knowledge undamped and unimpaired.

More experiment in junior and senior high

In the junior and senior high school, I feel sure that there will be a great deal less emphasis on the textbook and on the strict adherence to a prescribed curriculum. Much greater freedom will be given to teachers to experiment and to diverge from departmental prescription. Many of the methods which are successful with intermediate grades will be carried on into the junior high and even the senior high. The dull lecture type of presentation, the deadening assignment and recitation, and the restrictive adherence to one text will tend to die out. Studies will be much more inductive and experimental. A precise scientific attitude of inquiry and discovery will characterize much more of the

work in these grades. This will be much more easily possible if children are allowed to go at their own pace and are not required to meet a standardized examination at a particular age or even at a particular time.

Test for thinking

Methods of examination are also due for considerable change. There will, in the future, be far less emphasis on the one-word answer or the objective checklist type of examination, particularly if that is simply of memorized facts. The likelihood is that future examinations will be itemized to some degree but will require thought and will test comprehension of ideas and also attitudes that have been achieved as a result of study in school. Secondary education will become much more a question of training in thought and in the development of wisdom and virtue than in the accumulation of knowledge.

Adults go back to school

Change in our society and in our industrial progress will mean that almost every worker will have to be, as we might say, 'retooled', every three years in order to keep up with the changes in technology and automation. Social changes are also likely to be rapid in this world where communication is now so easy and so rapid. Citizens, in order to be efficiently capable of using leisure time and exercising their citizenship, will also have to be retooled for citizenship duties. The arts and skills of thinking for oneself and the ability to adapt to novel situations will become possessions of the highest order. Facts and information will become much more readily accessible in books and encyclopaedia. Success will depend much more on alertness of mind and quickness and agility in change than on the achievement of a skill that may be easily outdated. Much of our future high school study will be directed more obviously towards the development of high moral character, wisdom, and virtue. All of which will tend to make our young people much more committed to a code of ethics so that social living will be much more harmonious. This kind of goodwill, we hope, will spread not only to our own country but to the rest of the world. The goodwill, however, will be a voluntary type. It will not be the same as conformity through fear, for we wish to educate young folk to see the sense and reason of behaving in a courteous manner and not to make them do so because everybody does it. A great deal more emphasis will be given to the development of individuals and individual excellence, and much less to social conformity, but not less to social ethics.

Measure for measure

The last point that I wish to make concerns the training of teachers. This, I am sure, will have to be done by our universities in the same way as they train lawyers and doctors and engineers. The teaching profession must become as respected and as important as these other great professions. It is now generally recognized that the quality of a nation depends very much on the quality of the teachers in the schools. It is hoped that several years' acquaintance with the life and people in a university will help to provide for teachers a background of culture in the arts and sciences which will make them mature, respected people. Contact with great art and fine music and good literature as well as with great men and women should help to develop the kind of person who should be in our schools leading our youth. If we improve the quality of the teachers and the teaching profession, I am sure that we shall be well on the road to defeating the great problem of teacher shortage.

How far can the public go?

Despite all we can do, however, there is going to be tremendous pressure on our high schools and on our universities by increasing enrolment. I am not at all sure that our high schools or universities are ever going to be able to accept all those who clamour for admis-

sion. This is not because I think all should not have access to the finest education that there is, but simply because I do not think society will ever be able to afford the cost of educating every young person to the age of 21 in an academic institution. I think that industry will have to take our young people from Grade IX and X onwards and provide some cultural education for them on the job or by part-time release for study. A great deal of technical education which is done in school could be equally well done on the job by an apprenticeship system in factories and other industrial and commercial institutions. I feel sure that adult education programs in the evenings and over the radio and television must take care of much that now goes on in school and university.

Television's contribution

I feel fairly certain that the future of television will lie less with the commercial than with a public board. I see in it a fine medium of adult education and also a way in which parents can continue to play a part in the education of their young folk. I do not believe that we can ever teach by means of television or radio or even give credit courses by that means at the university level, although at that level it might be feasible. On the other hand, I feel that television might take the place of what is called the visual aid to education. The raw materials of education, descriptions and experiences, might be presented in their natural state. A teacher might be saved a great deal of preparation, of hunting for information, if experts could provide that basic material. This would still leave the teacher the all-important task of stimulating thought and discussion and the development of wisdom and virtue from thoughtful attention to material provided in the raw. It would, of course, be necessary for parents to make sure that children listened at proper times to the programs intended for their educational background, but this would also mean that parents would understand more fully how education is conducted in schools, and it might also be a means of adult education at the same time.

Education costs will increase

All this argument adds up to the fact that the next 25 years are going to see an enormous increase in the cost of education. This is a very bitter pill for the taxpayer to swallow, and I think, therefore, that we must try to find ways and means of making the dollar go as far as it can. The best way I can see of making sure that the dollar is well spent is to insist that the teachers are highly-trained and really earn the money that will have to be spent on them, if they are to have the same prestige as the doctor, the dentist, and the engineer. My fear is that there may still not be enough of these first quality people to go around, and therefore I have had to suggest some aid or some way by which people could still be educated without requiring the full time or constant attention of the master teacher. Parents, churches, industry, and adult education agencies will have to take on a greater share of the education of our young folk. In addition, we must make maximum and best use of all the devices we have provided by the tremendous scientific advances of our age. The next 25 years will, however, be the age of great teachers and fine methods. Teachers are really on the march.

Some

THE superintendent whose principals do not understand him is in for difficulty. The superintendent whose principals do not loyally support him is in for tragedy. But the understanding of some principals is better than that of others; and the loyal support of some principals is more intelligently effective than that of others.

In other words, some types of principals are better than others.

To bring together some of the types of principals the writer, after a fairly wide opportunity for observation, would like to have on his team, is our purpose here. The list is not exclusive, nor is it assumed that a principal will fit any one of the listed types precisely and neatly. More likely is it that the good principal will blend most of these characteristics in his professional personality.

These are the seven I should like to meet.

A master of detail

Details are important. Nay, they are crucial. Well-planned logistics made Eisenhower's invasion of Europe a success. It is the principal's job to get the details of operating his school organized quickly at the beginning of the year so that he and his teachers will be liberated for more important things. Then, having so organized his school, he must **do** the more important things.

There have been a few principals who pleaded for secretarial help and when given secretarial help simply did more clerical work than before. That kind of principal is not a master of detail. He has been mastered by it. The principal who feels overwhelmed by detail might well ask his teachers to help liberate him and them by eliminating useless clerical duties.

A community leader

This responsibility is coming to be regarded as basic to the leadership of both principals and superintendents in today's dynamic society. This kind of principal is warmly interested along with other community leaders in improving the health, the standards of living, the cultural values, the literacy, the spiritual strength, and the civic participation of the citizens of his community.

Of course he is interested in parent education—the kind that helps parents to be more successful in bringing up children. Of course he is interested in cooperating with community agencies because he knows the school is not the only agency that can help. While the school can't by itself lift the community, he knows that very often the school can take the lead; that the other agencies can oftimes cooperate with the school much easier than they could cooperate with each other.

In this group is included the principal whose science teachers, because it was a new school in a low-income neighbourhood, transformed the traditional botany courses into home gardening, pest control, and the like. Included, too, is the principal who organized a coordinating council representing veterans' groups, service clubs, civic and commercial clubs, law enforcement agencies, social agencies, and of course, the parent-teacher association, which was his chief ally. This group found things aplenty to be done in improving out-of-school activities for youth.

He knows educational objectives

Sometimes there's, here and there, a principal who seems to think athletics come first. He allows himself to be led by those who want powerful athletic teams, who would exploit the young strength of high school boys "to give

Principals I Would Like to Meet

the town more advertising". Sometimes, there is a principal who thinks the most important thing in the school program is the band or the chorus; so he lets the other parts of the school program suffer while he promotes the music. Not that athletics and music are evil. They have their place, and that place is within—not outside—a well-balanced educational program.

Walt Whitman sang, "There was a child went forth every day and whatsoever object he first looked upon that object became a part of him". The principal who is the real educator is the one who knows, as Whitman knew, that a child's education is his total experience—not just part of it. He can see the value of the whole school program in its entirety. True, he and his teachers may emphasize one part for one child and another part for another child. That is the product of guidance, and it is good.

He can break tradition

There are some people in this world who think that nothing should ever be done for the first time. A visitor found one like that in a back room figuring coefficients of correlation between different items of a mathematics test which had recently been given in his school. Because it was an underprivileged neighbourhood, the visitor asked what the school was doing for the parents, what community agencies worked with the school, and so on. The reply: "Sir, I want you to know that the community has never contaminated this school and, while I am principal, it never will contaminate it!" The visitor looked into every classroom in that man's school. He said afterward: "Before I had gotten very far I was confident that, instead of the community contaminating the school, the school was contaminating the community." No doubt this man felt he was doing right in emphasizing the three R's, but what a terrible crime he was committing against the pupils for whom he was responsible!

One day, in another school, a visitor saw a beautiful poster occupying a corridor easel near the principal's office. To the principal he said, "Tell me about that picture." It was an interesting story about a boy who wanted to quit school. "Somehow", said the principal, "we were failing with that youngster. The counselor, however, finally got him to talk. It seemed the only thing about this school which interested him was art. So, we broke with all the traditions, I am afraid, and we gave him art all day long. We felt we had a boy to save, so we did it. It took time, but he became a different youngster. He conceived the ambition to become a commercial artist. Information about commercial artists made him realize there were things he had to know besides how to paint and draw and model. So, of his own accord, he decided he really ought to graduate from high school. The outcome of the story is this picture and a boy who is going to graduate in a few weeks."

But that wasn't the end of the story.

WORTH McCLURE

The boy was poor and his parents were poor, but teachers are alike the world over. His teachers contributed money so that he could buy a second-hand bicycle and have a little ready cash in his purse. For some reason known only to himself, he was determined to make San Francisco where he had faith he could get a job. His system was simple. He pedalled from one town to the next and in each town where he arrived, if it was mealtime, he rode up to a good restaurant, offered to sketch, or model in clay, the cashier or manager or some other important individual. He usually got a customer because he was such an enthusiastic young fellow and so skilful with his hands. Meal after meal came this way and usually bed for the night. So he arrived in San Francisco with more money than he had when he left home. When he went to San Francisco's largest department store, his portfolio of sketches and paintings so impressed the advertising department that they gave him a part-time job immediately.

His is not a Horatio Alger story; he was not made head of the advertising department, but he had advanced to a responsible position. Here was a boy's life made over because a principal had the courage to part with tradition.

He thinks about each and all

The principal sets the tone of the whole school. Every principal should ask himself how his school would look to a total stranger. In his *Adventures in Contentment,* David Grayson tells how he made his tiny New England farm become the most fascinating place he had ever seen in his life.

"Whenever I seem to get a bit bored", he says in effect, "I go out for a long walk. I go down the road in one direction or another and I wander about for a time. Then, I turn around and as I approach my farm, I pretend that I am a total stranger and that I have never seen it before. I look at it with the eyes of a first-time visitor. I never fail to see some things I never saw before and some I never dreamed existed on my farm."

The principal should do this occasionally when he approaches his school. He can say to himself, as did Grayson, "I am a total stranger. I have never seen this school before; I wonder what kind of a school it is?"

And as he enters his school and looks around he can ask himself some questions like these. "Whose school is this? Does it belong to the pupils? To the teachers? Or to the janitors? Do you suppose this school's principal could tell me about any talented pupils and what this school is doing to encourage and challenge them? I wonder what this principal and his teachers could tell me about ways of dealing with the shy child who always hides?

"I wonder if this principal is a good classroom visitor? Do you suppose he sits down in the classroom and takes notes so that the teacher wonders if he is writing about her and what she's done that's wrong? When he comes in with a visitor, does he stand at the back of the room and talk so loudly it attracts the attention of the children, while the poor teacher is wondering whether the principal and his friend are talking about her? When he leaves the room does he say something to the teacher, commendatory if possible?"

Ask yourself, "I wonder whether this principal is willing to have his teachers joke with him? Or is he a stuffed shirt who feels that somehow the teachers will get the upper hand if he does not keep them intimidated?" Ask yourself, "Do you suppose he gives the superior teachers a pat on the back every once in a while, and has a good word for the not-quite-superior teacher too? Do you suppose he knows that he doesn't have to be all-wise himself in order to help the teacher with a problem?

"Do the teachers in this school feel that the principal is loyal to them, that he regards each one of them as a friend and that, in the event of trouble, he will be in the teacher's corner? That

while he may privately tell her, bluntly sometimes, where she has made a mistake, he is going to be her friend just the same."

Every principal should try this kind of a walk. Better not to ask all those questions the first time—only the first few. Particularly important is it to ask the question, "Whose school is this?" The answer to that reveals whether the principal is interested in the growth of human beings or merely in good housekeeping, important as that is.

He improves himself

"Beware", said Ralph Waldo Emerson, "of what you set your heart upon, for that you shall surely become." More to be pitied even than the principal who sets his heart upon a false victory is he who sets his heart upon nothing! The principal knows he can't expect teachers to grow unless he grows himself. Even more important—he knows that, unless he grows, he will become unhappy, cynical, bitter, pickled in the vinegar of his own disappointments. He knows that mortals don't win happiness by seeking it directly; they get it indirectly by pursuing some other object.

"Life", said one wise man, "is a succession of triumphs." The principal who plans for his own growth knows that. He regards the problems that he has as opportunities. He has learned that the most difficult problem ever to present itself often becomes the means by which a whole lot of other problems are solved. The satisfaction that comes from triumphing over this kind of a situation is one thing that builds happiness in a principal's spirit. The defeatist says, "this glass of water is half empty". The affirmative-minded says "it is half full!" The latter looks for the good, and builds upon it.

He likes his job

A retired superintendent, whose service had run the whole gamut from teaching to the superintendency, said recently: "I look upon my days as a principal as the happiest days. Why? I think it is because of the presence of the children. Sometimes as a city superintendent in the years of the great depression, when I felt myself becoming utterly discouraged, I would go out into the schools. I would sit down in some classroom. I always drew inspiration and renewed courage from the triumphs of boys and girls and their teachers. And I would come back feeling that the people out there in the schools who work directly with children all of the time are the ones who will stay young."

The principal who is enthusiastic about the principalship is the one who is privileged to see the growth almost from day to day in boys and girls, and often in teachers. He can see growth in himself too, as he develops more skill in competing with the oncoming ranks of problems which beset him.

There is something spiritually satisfying about being principal of a school. A school is more than a pile of brick and mortar; it is a living spirit. Through the daily triumphs of boys and girls and devoted teachers it breathes life into a building no matter how primitive it may be.

And as the school breathes life into a building, so the principal builds a little bit of himself, day by day, year by year, into countless lives. Thus he achieves a kind of immortality afforded only to principals, because there is a part of him in each succeeding generation.

Worth McClure retired recently from the position of executive secretary of the American Association of School Administrators. He is now devoting his time to professional writing and teaching. In this article the author cites seven characteristics of a good principal. Dr. McClure's views should be interesting to many who believe firmly that the role of the principal is one which deserves more attention than ever before.

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Who Will Teach

IF you're a parent of a young child you should be asking two questions: "What kind of a person should my child's teacher be?", "Will there be available in the next ten years any sort of a teacher, even with minimum qualifications, to teach my child?".

Teacher carries the ball

You see, so far as your child's development in school goes, the classroom teacher carries the ball. If your youngster hasn't a well-trained, competent, and mature teacher, it won't much matter how fine his school building is or how elaborate its equipment. Nor will it matter how good the curriculum is or how efficient the department of education officials, the superintendents, and inspectors of schools are.

Certainly those of you who are parents need to do some serious thinking about what kind of teachers your boys and girls should have. You wouldn't dream of allowing a doctor to treat your child's body without anywhere from seven to eleven years at university. Nor do you allow a dentist to treat your child's teeth without five years' training at a dental college. Yet you may allow an immature, inexperienced youngster with a Grade XI or Grade XII diploma and either no teacher-training or six weeks of teacher-training to teach your child. That involves not only guiding his intellectual but also the personality and character development of your child for five hours a day for ten months a year. It just doesn't make sense. Such parents don't realize that good teaching is a highly skilled and highly complex affair. Teaching is not a filling-station job. I'm afraid some parents think of it as merely pouring from a big jug into a little mug. It's not.

Must like children

What, then, should your child's teacher be like? I'd say that the first essential is that he or she like children, respect them, and be glad to be with them. No teacher who lacks these qualifications should have any place in a classroom. Teaching is essentially a job in human relations. It's very difficult for a child to learn if he dislikes his teacher, and almost equally difficult for a teacher to teach effectively a child whom he dislikes. Child psychologists believe that it's extremely important for a child's best development that he feel secure in the love and affection of his parents. It's also important that he feel secure in the regard of his teacher.

Teachers, of course, are human and they're apt to be tempted to dislike the child who's a nuisance—the one who's 'smart-alecky', 'limelighty', impertinent, or bossy. However, the well-trained teacher knows that such behaviour is likely to be the result of the child's environment at home, at school and on the playground. He knows that the troublesome child is usually a troubled child—one who is tense, anxious, emotionally upset, or who feels insecure and inadequate. With such a child the teacher's antagonism is merely another push down hill. The well-trained teacher takes steps to understand such a child and to help him solve his problems in a more constructive fashion.

Your Child?

Must be mature

The second qualification for your child's teacher is that he or she be an emotionally mature person. To do a good job for your child, his teacher should feel reasonably comfortable about himself—that is, feel reasonably secure and adequate. Otherwise, such a teacher's personality weaknesses are almost bound to be reflected in the behaviour of his pupils. The dithery teacher has a dithery classroom and the tense teacher,

S. R. LAYCOCK

a tense one. In addition, teachers who are emotionally immature are likely to take out their inner resentments, hostilities, and insecurities on their pupils. They may do this through the use of sarcasm, ridicule, and the belittling of pupils or through being too bossy.

Must have superior intelligence

I think you'd agree that your child's teacher should be above average in intelligence. It's true that the teacher of low average intelligence who has good personality qualities can often do a good job of drilling facts into youngsters. However, it takes a teacher of above-average intelligence to develop his class as a cooperative group. In such a class children learn to discover problems which are meaningful to them. They are stimulated to think in an active fashion and the lesson is a joint project in problem-solving rather than a mere lecture.

Must have broad background

I'd like to suggest, too, that your child's teacher should have a broad background of knowledge and experience. The elementary school teacher should know much more than the skills and knowledge represented by a Grade XI or XII diploma. She should have at least some university training. She should have as broad a background of experience in life as possible, should read widely, and keep up-to-date in professional matters. The latter is important. It's not just a matter of knowing subject-matter. Rather, the elementary school teacher must understand how children grow, how they differ from one another, and how they learn, as well as how to stimulate that learning.

The high school teacher needs to be well grounded in his area of specialization, that is, in English, history, science, or mathematics. In addition, he needs professional training in understanding the needs and problems of adolescents and in how to guide their best development.

What chance is there?

And now let us think about whether or not your child is likely to have the kind of teacher we've been chatting about. Frankly, his chances aren't too good. First of all, aside from the number of uncertificated teachers presently in charge of classrooms, a large number of those who hold certificates now would not be admitted to Canada's major

universities. Their academic standing isn't high enough. Canadian parents and the Canadian public have an ostrich-like attitude regarding teacher-training. They think that a teacher can be made merely by lowering standards. Whenever there's a teacher shortage they insist that the department of education lower the standards of admission to teacher-education institutions. If there aren't enough candidates for teacher-training with a Grade XII diploma, students are accepted who are deficient in one or two subjects. If that doesn't give enough candidates, they accept those with Grade XI standing and sometimes below that. This is disastrous from every angle. Our boys and girls need mature, intelligent, and well-trained teachers — not immature poorly-trained ones of mediocre ability. The habit of lowering standards to get a supply of teachers, shortchanges the youngsters and drives out of the profession our best young people. The latter go off to a profession where the prestige of high standards prevails.

Forecast needs

Certainly we're now faced with an alarming shortage of teachers. According to the research conducted recently for the Canadian School Trustees' Association, Canada will need 55,000 additional teachers by 1965. According to the National Conference on engineering, scientific and technical manpower held in New Brunswick in September, Canada will need by 1980, 67,000 more elementary school teachers than it now has and 20,000 more secondary teachers.

What should be done?

The question is, what can be done. My personal belief is that the problem will not be solved unless Canadian parents and Canadian citizens do some hard thinking about the kind of teacher their boys and girls should have. If Canadian parents will raise their sights as to the kind of person who should teach their child, then school boards and governments will be able to take the necessary steps to meet the teacher shortage. These necessary steps, it seems to me are five. First, there should be higher, not lower, academic standards for entrance into the teaching profession. Second, there ought to be better selection of candidates on the basis of intelligence and emotional maturity. Third, we must give greater prestige to the work of the teacher. Fourth, we must provide better living and working conditions for teachers. Last, but not least, we'll have to pay higher salaries.

Can it be done?

In such an emergency as war, our citizens tax themselves at a level that would seem fantastic in peace time. If the highest development of our boys and girls is considered to be urgent enough, money will be found for this too.

The information coming out of Russia indicates the tremendous opportunities now being given children to achieve as much education as their abilities permit. This is probably provided for by the Russian people, willy-nilly, doing without many luxuries. Surely the citizens of free Canada should be willing, voluntarily, to do without some luxuries — even liquor, cosmetics, and high-priced cars—to provide more adequate education for their children. Indeed, on the very practical basis of competition with the Communist world, they may be forced to do so or perish.

Dr. Laycock is well-known for his articles on teachers and teaching. He is a frequent contributor to these columns and gives many talks over the radio. This article was the subject of a radio address given by Dr. Laycock in the series, "Post-News Talks" by the Canadian Broadcasting Corporation.

Children need affection and understanding

The Early Years

H. E. SMITH

THE child is father to the man." "Give me the child until he is six . . ." These old sayings, many think, are barely half-truths, but still they have an uncanny way of proving themselves right. This is particularly the case with adult psychoneurotics. And the world, as everybody knows, is richly supplied with such people.

Abnormal behaviour

A psychoneurotic, Dr. Fetterman says, is one whose failure to adjust to life takes the form of physical illness, severe discomfort, or character deviation. Physical demands and social stresses are too much for him. Guilt and fear lay hold on him, tension and anxiety build up. A kind of release or escape is found in physical disorder or abnormal behaviour. Fortunately, not all abnormal behaviour is undesirable. Darwin, for example, and Chopin, and Leonardo are among the geniuses whom we honour. Their abnormal behaviour took the form of an astonishing output of creative energy. Indeed, someone has written a book, *Be Glad You're Neurotic.* But while neuroticism along with great talent may produce masterpieces, it is no less true that neuroticism without talent too often produces only trouble and distress.

Early years set pattern

It should not be surprising that a great deal of nervous trouble begins in childhood. Early life experiences stamp the pattern for later reactions. And though childhood is pictured as the golden age of happiness, life, even for children, is not all sunshine and roses. The infant or child craves security and affection and may receive little of either. He likewise craves freedom and independence. The negativism of the two-year-old is his bid for a bit of independence, a demand to be recognized as a person. One youngster, J.H., failed in this. He was the only child, and his mother, over-protective, instilled in him fears and excessive caution. "Don't play with the boys or you'll get hurt." "You mustn't go out alone, you'll be kidnapped." "Come straight home from school or I'll be worried sick."

J.H. grew up, his mother's boy, without the necessary spunk to rebel. Drafted into the army he just survived basic training and broke completely on bayonet drill and rifle practice. "Be careful." "Don't do that." "Don't get hurt—I can't live if anything happens to you." His mother's anguished voice still rang in his ears. Gunfire made him pale and limp, nauseated, brought him to the verge of collapse. He was the victim of induced, inbred fear.

Most children have the occasional bitter and frightening experience, encountered apparently without harm. Family security and affection will take the edge off nearly any affliction. C.B. was brought up without either security or affection. Her mother was a nonentity, a spiritless, mousey creature with neither past nor future. Her father was a sickly man, probably a hypochondriac, but a violent man of vicious temper, and ugly. Like an actor in tragedy he dramatized his

pains, clutched at his heart, and gasped for breath. C.B. and her younger sister lived in dread.

Grown-up, C.B. failed, indeed feared, to marry, and lived a solitary, unproductive life. Presently physical symptoms appeared, headaches, insomnia, choking spells, heart palpitations, fear of disease, precisely as her father had exhibited them. Her childhood dreads and anxieties were reappearing and converting themselves into replicas of her father's dramatic ailments.

Most childhood experiences are forgotten, at least up to age four or five. But oddly enough the memory traces seem never to be erased. They remain in what psychologists are calling the unconscious, and by certain word association techniques, many of them, especially those with strong emotional accompaniment, may be revived. Thus in one case, a near-drowning episode occurring at age four, and charged at the time with intense fear and sense of guilt, was brought to memory. The person all her life had suffered from a morbid fear of running water but found happy relief when this near-tragic mishap was brought to light. It has been said that the angel of mercy throws the blessed mantle of forgetfulness over the events of our childhood. It might be still more merciful if she obliterated the memories altogether.

Give them understanding and security

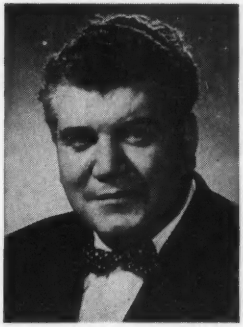
What this means to parents is that children need, above all else, a sure sense of affection, security, and understanding. With these elementary requirements they will thrive on poverty, hardship, considerable neglect, firm or even strict discipline, and moderate abuse. Perhaps this accounts for the remarkable success of primitive mothers in their child-rearing. Modern mothers, in their own interests, must have education, mental diversion, and even perhaps part-time vocations outside the home. But what they should not forget, at the cost of successful motherhood, is that while times may change child nature does not. Apparently the child of 1956 A.D. requires affection, security, and understanding just as did the child of 1956 B.C.

Varsity Guest Weekend

More than 5,000 people are expected to visit the University of Alberta campus this year when the University throws its doors open to the general public on the sixth Varsity Guest Weekend, scheduled for February 28 to March 3. Provincial government and university officials will be present at the opening tea and ceremonies to be held in the Varsity Gym on Friday afternoon. Sponsored and directed by the student body, Varsity Guest Weekend acquaints the citizens of Alberta with the work being carried out at the University.

Activities will include four days full of educational and entertainment features. Alberta's Golden Bears will host the University of Manitoba hockey team on both Friday and Saturday nights. Saturday afternoon will be highlighted by a sports show in the Varsity Gym. A dance will be held in the Gym following the Friday night hockey game. Highlighting Saturday's activities will be dozens of displays by all faculties, including medicine, dentistry, education, engineering, and arts and science. Agriculture students will be showing off their new building and the well-known University Farm. A special bus will operate between the main campus, the Education Building, and the farm. Varsity Varieties will be presented in a special Saturday afternoon matinee as well as two evening performances. The University Mixed Chorus and University Symphony will entertain on Saturday afternoon, and on Sunday afternoon the Musical Club will hold a concert in the Students' Union Building, followed by a fraternity-sponsored tea.

President's Column



The current charge these days seems to be: no leadership. Institutions and people, from the United Nations Organization and John Foster Dulles down, are daily reminded of this; press and demagogue thrive on the vitriolic pros and cons; the public sets up a sympathetic vibration; and the great debate is on until some other issue comes on stage.

My attention is directed to this particular topic because a young teacher, more sensitive to the new trend than I am, asked, non-critically, what the Alberta Teachers' Association has done and is doing.

A Magna Carta for teachers

A clear picture necessitates starting in the beginning. In 1918, John Barnett and some farsighted educationists founded the Alberta Teachers' Alliance. Unlike many organizations which come into being through an undefined, do-good sentimentality, the Alberta Teachers' Association had clearly-defined objectives from its inception.

These objectives might have almost been called the teachers' Magna Carta, for on a sheet of paper John Barnett had written down: "professional membership, security of tenure, pensions, faculty of education, professional standards, negotiated agreements, and professional representation in curriculum, teacher education, and other educational matters".

The paternalism of authorities of another age—and the melody still lingers on—took one contemptuous look and dismissed the whole question. It is interesting to recall that for some years the minister of education refused to admit John Barnett to his office.

At that time there was open season with no bag limit on school teachers, and it was not long before the vigour of the Alberta Teachers' Alliance drew the ire of trustees. Ads at this time frequently carried: "Members of the Alberta Teachers' Alliance need not apply".

This Magna Carta remained the guiding star for the Alberta Teachers' Association, and through cloud and storm a succession of annual general meetings and provincial executives directed all their resolution and energy to securing its rights. At this time we can go back through the list and either in whole or significant part we have achieved the basic objectives.

Leadership for the future

Cannot we rest now? The tasks and responsibilities for education leaders are greater than ever. The world is ever-changing and there is a continuous need for formulating farsighted policies on pensions, curriculum, teacher education, and other matters of professional concern. For example, despite our representation on the Board of Teacher Education and Certification, we are confronted with a deterioration of professional standards which necessitates continued vigilance and policy-making.

Today, we are represented on a large number of councils and committees, both university and departmental. Our voice commands increased respect and the Alberta Teachers' Association is being

consulted on all major developments in education.

ATA representatives never need to speak 'off the cuff'. Alberta Teachers' Association policy on most important matters is stated clearly in the Alberta Teachers' Association Policy Handbook, where all may read it. If anyone wants to know what our long-term policy is on teacher education and certification—it is there.

You will not find policies of this nature in either the Department of Education or the Alberta School Trustees' Association records. This absence of defined objectives accounts for much of the 'growing-up-like-Topsy' or patchwork quilt development in education today. Departmental and Alberta School Trustees' Association records are full of resolutions on how to meet emergencies by watering down professional standards. But show me one — just one — resolution setting forth a long-term objective for teacher certification.

And all this complacency takes place in an era when the battle of the little red schoolhouse versus the big red schoolhouse is the vital factor in the future of western civilization!

Fortunately, teachers occupy an independent intellectual position. Our tenure regulations and the fact that we are not civil servants enable us to speak boldly and with resolution concerning the educational problems of today and tomorrow. As a consequence of this freedom from politics and a dynamic educational policy, the Alberta Teachers' Association has become the leader in advocating improved concepts of education. Let us never shirk our duty and let us ever speak with the force and the vision that belong to a leader.

Overseas Awards

Announcement has been made of the sixth series of Canadian Government Overseas Awards in the arts, letters, and sciences. The awards, administered by The Royal Society of Canada, are tenable during 1957 - 58 in Great Britain, France, The Netherlands, and Italy.

The value of fellowships for senior scholars is $4,000. The value of scholarships for students with the M.A. degree or equivalent and proceeding to a higher degree is $2,000. A limited number of awards may be made in the creative arts for which the M.A. degree is not required. Return ocean fare is paid.

Application forms and further information are available from the Awards Committee, The Royal Society of Canada, National Research Building, Ottawa 2. Applications must be received in Ottawa not later than April 1, 1957.

Teaching Fellowships

Two or more teaching fellows will be appointed at the University of Alberta for the 1957-58 session at a remuneration of $1,000 each. Applications are invited from men and women who have already graduated or are about to graduate and who wish to study for the M.A. degree in English.

Each fellow will teach a class of about 35 freshmen three hours a week and mark their essays (five or six in the course of the year) and other occasional exercises.

Each applicant is requested to send all relevant information to the chairman of the English Department, University of Alberta, Edmonton, and to ask some professor familiar with him to send a confidential letter about his work and the likelihood of his being a successful teacher.

List of Voters
Election of Executive Council
Alberta Teachers' Association

A list of the members of the Alberta Teachers' Association, as registered in the ATA office at January 31, 1957, is given on pages 29 to 57.

Please check to see that your name is listed. If your name is not listed, notify the general secretary.

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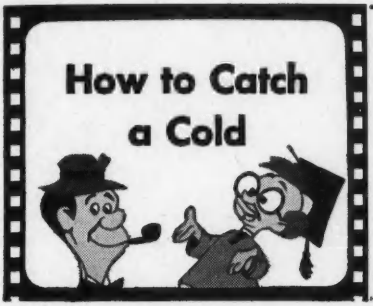

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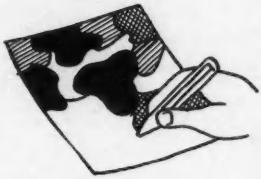

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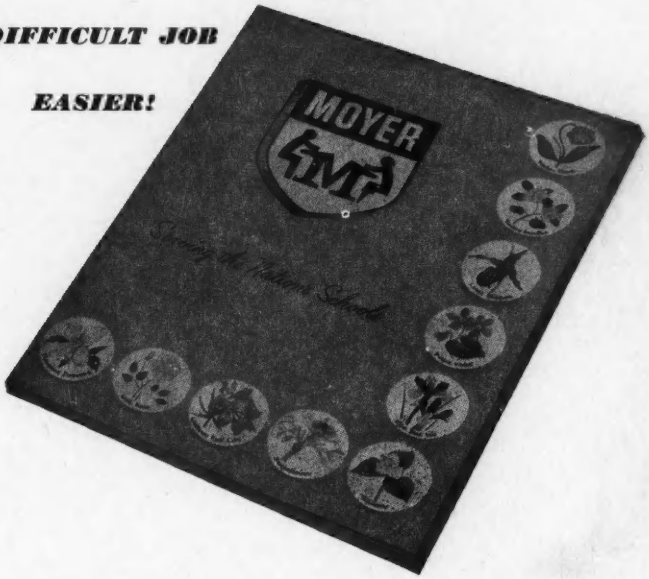

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NEWS from our Locals

Barrhead Local

The local's December meeting, held in the Barrhead School, was addressed by W. Roy Eyres of head office who spoke about salary policy and salary negotiations. Mrs. Julia V. O'Brien gave an interesting report on the Banff Conference which she attended in August, 1956. A report on convention plans was given by A. Piard.

Camrose South Sublocal

District Representative M. W. McDonnell spoke on pensions to sublocal members at their January meeting. Salary negotiations and cultural activities were also discussed. The meeting was held at the Edberg School and lunch was served by the Edberg teachers.

Cluny - Gleichen Sublocal

The sublocal's January meeting was held at Gleichen. A sublocal constitution was adopted, Russell Collier was elected as representative to the local association, and pension matters were discussed. It was decided to invite District Representative Ralph McCall to address the group on superannuation and pensions.

Czar - Hardisty Sublocal

This year's sublocal president is Allan Strandberg, and the secretary is Mrs. Ruth Powell. The January meeting was held in the Amisk School, and Mrs. Jean Saville of Hardisty, who attended the Banff Conference last summer, discussed with the group a major phase of workshop activities—group dynamics.

Drumheller City Sublocal

There was a good attendance at the January 16 sublocal meeting held in the Red Deer Valley School. The guest speaker was A. Kirkby of Calgary, who gave interesting highlights of his work as public relations officer for the Post Office Department. Plans were made for a teachers' bonspiel in February.

Fairview Local

The local held its January 12 meeting in the Worsley School. The 30 members present represented Hines Creek, Worsley, and Fairview Sublocals. The health insurance plan, track meet, and proposals for salary negotiations were discussed. Lunch was served by the Worsley staff, and an educational and entertaining film, entitled "How to Lead a Discussion", was shown.

Irma Sublocal

The sublocal held its regular meeting at the Irma School on January 17. Sale of school supplies, textbook rental systems, festival, and testing procedures were among the items discussed. A. J. Ronaghan was appointed to evaluate the gains, if any, resulting from a rental system. Harry Lewin reported on the Central Eastern Alberta Regional Conference held in Hardisty, November 17.

Lesser Slave Lake Sublocal

Forty members and their guests enjoyed a turkey supper at the sublocal's meeting on December 14. Included among the guests were Superintendent G. L. Berry, Mr. and Mrs. Edward Dow,

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Mr. and Mrs. Bernowsky, Mr. and Mrs. Gooderham, Mr. and Mrs. Gunnar Wahlstrom, and Mr. and Mrs. Chouinard. In the short business meeting which followed, thanks were expressed to the Kinuso teachers for the supper, and plans were made for the next meeting. President Mrs. Dorothy Vance played the part of Santa in distributing token gifts to those present. The evening ended with dancing.

Lindsay Thurber Composite High School Sublocal

C. R. Brookbank, executive director of the Western Section of the Council of Christians and Jews, addressed the teachers on January 28. The speaker explained that his organization is a civic one, not a religious group, as might be supposed. A special effort is made to win public approval by the observance of Brotherhood Week. The council attempts to create a concept of universal human rights, which, although declared by United Nations charter, is certainly not a belief practised by all peoples. Referring to a recent book which questions whether we live in a "sane society", he pointed out that it is necessary to create a general emotional stability so that people react successfully when faced with real obstacles. Children, he said, must be trained to see that self-respect is tied in with virtue. Self-respect is absolutely necessary but a concern for others must be developed if peoples of the world are going to live together. Mr. Brookbank said it was his opinion that teachers, parents, and taxpayers should be encouraged to face each other in frank discussion, that people today are apt to think that they know the problems of the school and how they should be handled, whereas they accept without question the advice and services of professional people in other fields.

Milk River - Masinasin - Coutts Sublocal

President J. Sisko presided at the January 23 sublocal meeting held in the Masinasin School and attended by 20 teachers. Elmer Taylor of Coutts outlined the MSI plan for medical insurance which, it is hoped, will be adopted in the County of Warner. The ATA-sponsored institute was discussed. The sublocal teachers will be in charge of outlining a program for Grades IV, V, and VI. It was reported that 12 rinks have been invited to participate in the teachers' bonspiel at the Milk River Ice Centre in February. Salary policy and resolutions were discussed.

Ponoka Sublocal

Forty-two teachers from Ponoka and Mecca Glen attended the sublocal meeting on January 24. A letter from the Ponoka Local secretary reported on the progress made by the committee inquiring into the MSI hospitalization plan. C. O. Jevne spoke about the recent salary

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policy planning committee meeting, and the principles of negotiation outlined by the committee were approved. A unanimous vote of appreciation was expressed to retiring members Crandall and Nagle of the Ponoka County school committee for the fine service they have given during their terms of office.

Red Deer City Sublocal

The sublocal met on January 16 in the Central Junior High School, with President William Smith in the chair. Vernon Archer began circulating the new professional magazines. S. Mallett and D. A. Prescott reported on regional conferences held recently at Lacombe and Calgary. Mrs. G. Bryan stated that all arrangements for evening classes for degree credits to be held in Red Deer during 1957 - 58 are now in the hands of Dr. J. Gilles.

On January 21, a large group attended a panel on public relations in Eastview Junior High School, chaired by Harley Stamm. Dave Jeffers of Eastview School spoke on teacher-pupil relationships; Paul Ritchie, principal of North School, handled parent - teacher relationships; Alice Olson, principal of Mountview, dealt with the teacher's part as a member of a community; and Bob George, principal of Central Elementary, completed the presentation with what he dubbed "miscellanea". The general consensus was that teachers need to improve their contacts with the community. As a result of the panel discussion it was decided that the sublocal make a study of report cards. Mrs. Marion Storey thanked the chairman, panel members, and kitchen staff.

SAY YOU SAW IT IN THE ATA MAGAZINE!

Rimbey Sublocal

The sublocal officers for the current term are: G. Dahms, president; Mrs. Ellen Cooper, vice-president; Orva Olson, secretary-treasurer; and Anne Riley, press correspondent. Eight members form the program committee: E. A. Dowling and Lawson Dewar of Rimbey, Mrs. Eva Brady and Henry Kolesar of Bluffton, Betty Prince and Mrs. Jane Ungstad of Sylvan Heights, and Mrs. Ida Hamilton and Mrs. Martha Kinley of Crestomere. Two additional appointments were made to the festival committee: Mrs. Cooper and Joyce Platt of Crestomere.

Strathmore Sublocal

At a sublocal meeting held in the Samuel Crowther School on January 21, Frank Bazant, west councillor for the Wheatland Local, reported on the regional conference in Calgary. The rest of the meeting was occupied in study and discussion of mental maturity tests in preparation for a testing program suitable for administering in Wheatland Divisional schools.

Wainwright Sublocal

Sublocal officers for this term are: R. Dressler, president; Mrs. Helen Reishus, vice-president; Mrs. Nancy Ryall, secretary-treasurer; and Norma Patterson, press correspondent. Early in the term, a "get-acquainted" party was held at Camp Wainwright followed by lunch and entertainment at Denwood School.

At the November meeting held at Parkview School, topics for the institute were discussed. Shirley Burton reported regarding university credit extension courses, and a questionnaire was distributed to discover in which course the majority wished to enrol.

In December, the teachers met for a curling bonspiel and potluck supper. Members of the local public and separate school boards were invited. The exchanging of Christmas gifts and singing of favourite carols brought the evening to a close.

Executive Council Elections, 1957
Alberta Teachers' Association

By-election

A by-election will be held in the Northwestern Alberta Constituency to elect a district representative to complete the unexpired term of the present representative. This term will be for one year beginning Easter, 1957.

The Northwestern Alberta Constituency includes all the schools situated within the area covered by the following locals: Fairview, Grande Prairie, High Prairie, Peace River, and Spirit River.

Nomination and election will be conducted in accordance with the by-laws, as published on page 48 of the January, 1957 issue of *The ATA Magazine*.

Nominations, and acceptance of nominations, in the form prescribed by the Executive Council, **must be received at Head Office on or before March 11, 1957, at 5:00 p.m.**

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Letters to the Editor

To the Editor:

Would you please publish, for the information of the teachers, the text of my letter of January 24 to Dr. Andrew Stewart, president of the University of Alberta, regarding an error made in the "Secretary's Diary" in the October, 1956 issue of *The ATA Magazine.*

"Dear Dr. Stewart:

Immediately after receiving your letter about the reference to salaries in the Faculty of Education in *The ATA Magazine,* I telephoned your office and discussed the matter with Dr. Walter Johns.

I explained that the statement in the "Secretary's Diary" was based on information given to me by a member of the staff who I thought was reliable. I told Dr. Johns that I would try to get a definite statement from the University of Manitoba. To date, I have not been able to obtain definite information about salaries and extra remuneration earned last year by members of the staff of the College of Education at the University of Manitoba. As a result, I am assuming that the information given to me last September was incorrect, inadvertently, I hope.

Please accept my sincere apologies for the error in *The ATA Magazine.*"

Yours sincerely
ERIC C. ANSLEY
General Secretary-Treasurer
Alberta Teachers' Association

To the Editor:

At a recent meeting of the Board of Administrators, it was agreed that all teachers employed in schools as librarians before 1951, the year in which the Department of Education records indicate grants were first paid on behalf of these teachers, and who made full contributions to the Fund for their period of service as librarians, shall be permitted to count this service as pensionable service, subject to the regulations of *The Teachers' Retirement Fund Act.*

Yours sincerely
ERIC C. ANSLEY
Secretary-Treasurer
Board of Administrators
Teachers' Retirement Fund

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Secretary's Diary

A Month of meetings

January was quite a month for meetings, some of which were —

January 4—Policy Committee of the Leadership Course for School Principals. This course will be held at Concordia College, July 7 - 27, 1957, with Walter H. Worth of the staff of the Faculty of Education, University of Alberta, as director.

January 7—The Executive Committee of the Board of Teacher Education and Certification met in the morning, and the Research Committee of the Faculty of Education Council in the afternoon.

January 9—Mr. Seymour and I were in Saskatoon to discuss problems common to Alberta and Saskatchewan, with G. D. Eamer and H. Trout, executive officers of the Saskatchewan Teachers' Federation.

January 15—A special committee of the Board of Teacher Education and Certification met to consider proposed revisions to special certification in business administration.

January 17 and 18—The Discipline Committee held three inquiries in Calgary.

January 22—This was the regular meeting of the Board of Teacher Education and Certification. A committee of the Faculty of Education appointed to study the bachelor of education program reported that tentative agreement had been reached that all students in the first year of the B.Ed. program would have the same courses and would elect to take either the elementary or secondary route at the end of the first year.

January 25—The Resolutions Committee of the Executive Council of the Association met to draft resolutions to the Annual General Meeting as instructed by the Executive Council, and to study and to draft amendments to several policy resolutions.

January 30—The Coordinating Committee met to complete the business left over from December 6. I am pleased to report that this meeting seemed to be more valuable from a teacher's point of view than the December one. Agreement was reached in regard to a number of proposed amendments to *The School Act, 1952*. The responsibility and liability of a teacher in case of an accident to or illness of a pupil was considered. A statement of the 1957 amendments to *The School Act, 1952* will be made to the Annual General Meeting and to the teachers through *The ATA Magazine*.

Executive Meeting

A regular meeting of the Executive Council of the Association was held on February 1 and 2. Some of the important items on the agenda

were reports of conventions, conferences, and committee meetings, consideration of resolutions to the Annual General Meeting, report of salary negotiations in the province, the president's report of the meeting of the Board of Directors, Canadian Teachers' Federation in January, with special reference to the proposed national conference on education, the proposed Canadian College of Teachers, and the status-relationship between the Canadian Teachers' Federation and provincial organizations.

City Conventions

The Calgary City Convention was held February 4 and 5 and the Edmonton City Convention on February 7 and 8. Anthony H. McNaughton was the ATA guest speaker in Calgary, and Dr. L. Hanna in Edmonton. President H. J. M. Ross represented the Alberta Teachers' Association at both conventions, and spoke about our request for a survey of education, our relationships with other groups in education, our opinion of the Minister of Education's recommendations to the Alberta Committee on Teacher Recruitment and Retention, collective bargaining procedures and, in general, the present state and status of the Association. In Edmonton, W. E. Kostash, district representative, spoke about the problem of teacher-load and its implications.

Regional Conferences

Regional conferences were held in Calgary, January 5, for urban locals, under the chairmanship of Inez K. Castleton, vice-president; in Lacombe on January 12, for Central Western Alberta, under the chairmanship of D. A. Prescott; in Vilna, on January 12, for Northeastern Alberta, under the chairmanship of N. J. Andruski; on January 19, in Calgary, for the Calgary District, under the chairmanship of R. McCall; and in Edmonton on January 26, for the Edmonton District, under the chairmanship of R. F. Staples. F. J. C. Seymour and H. J. M. Ross attended all of these meetings, except the two on January 12 when Mr. Ross went to Vilna and Mr. Seymour to Lacombe. The agenda included collective bargaining procedures, current economic conditions, and public relations.

Grievance Cases

During the latter part of December and January, three cases of dismissal were handled by the office.

Local and sublocal meetings

During January, the executive officers attended meetings of West Jasper Separate and Fort Saskatchewan Sublocals and Edmonton Separate and Calgary City Locals.

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